

GE Student Learning Outcomes

Oral Communication (Area A1)

Upon completion of an Area A1 (Oral Communication) course, students will be able to:

- 1 Demonstrate effective communication by analyzing, creating, and presenting extemporaneous informative and persuasive messages with clear lines of reasoning, development of ideas and documentation of external sources.
- 2 Analyze the impact of culture and situational contexts on the creation and management of the communication choices used to inform and persuade audiences.
- 3 Create and criticize public arguments and reasoning, decision making processes and rhetorical messages through oral and written reports.

Written Communication (Area A2)

Upon completion of an Area A2 (Written Communication) course, students will be able to:

1. Demonstrate appropriate language use, clarity, proficiency in writing, and citation mechanics.
2. Demonstrate effective academic reading strategies and processes, as well as critical evaluation of written work.
3. Demonstrate effective academic summary, rhetorical awareness and perception, and analysis and synthesis of information.

Critical Thinking (Area A3)

Upon completion of an Area A3 (Critical Thinking) course, students will be able to:

1. Recognize, analyze, evaluate and construct arguments in ordinary language.
2. Distinguish between inductive and deductive reasoning.
3. Identify common fallacies of reasoning.
4. Analyze and evaluate the various types of evidence for various types of claims.

Physical Sciences (Area B1)

Upon completion of an Area B1 (Physical Sciences) course, students will be able to:

1. Recognize and explain scientific theories, concepts, and data about non-living systems.
2. Use data and observations from a specific scientific field to elucidate scientific hypotheses and theories.
3. Discuss the tentative nature of scientific knowledge, and how scientific uncertainty is reflected in the value systems and ethics associated with human inquiry and public policy.

Life Sciences (Area B2):

Upon completion of an Area B2 (Life Sciences) course, students will be able to:

1. Recognize and explain scientific theories, concepts, and data about living systems.
2. Recognize scientific principles and apply the scientific method.
3. Discuss the distinctive strengths and scope of scientific endeavors and the ethics associated with intellectual inquiry.

Quantitative Reasoning (Area B4):

Upon completion of an Area B4 (Quantitative Reasoning) course, students will be able to:

1. Represent and explain mathematical information beyond the level of intermediate algebra symbolically, graphically, numerically and verbally.
2. Apply mathematical models of real-world situations and explain the assumptions and limitations of those models.
3. Use mathematical models to find optimal results, make predictions, draw conclusions, and check whether the results are reasonable.

Arts: Arts, Cinema, Dance, Music, Theater (Area C1)

Upon completion of an Area C1 (Arts) course, students will be able to:

1. Respond orally and in writing to aesthetic experiences, both subjectively and objectively, validating the integrity of both emotional and intellectual responses.
2. Recognize and explain the relationship between the self and the arts in a given cultural context.
3. Recognize, describe, and interpret works of art and performance; students may engage in skill development and/or participate in artistic creation.

Humanities: Literature, Philosophy, Languages (other than English) (Area C2)

Upon completion of an Area C2 (Humanities) course, students will be able to do one of the following:

1. Objectively review and explain important philosophical, historical or linguistic findings and developments.
- or
2. Recognize, describe, and interpret works of the human imagination or intellect in their cultural context, either subjectively or objectively.
- or
3. Demonstrate basic competence with a language (not English) and interpret texts or speech produced in that language from a relevant cultural perspective.

American History – (Area D1)

Upon completing a course in Area D1 (American History), a student will be able to:

1. Trace the historical development of American documents, institutions, and ideals, including the Constitution of the United States and the operation of representative democratic government.
2. Describe the origins of American social, political, cultural, and economic institutions and how they have changed over time.
3. Analyze and synthesize historical sources, including primary and secondary documents, and place them in their historical context.

American Government – (Area D2)

Upon completing a course in Area D2 (American Government), a student will be able to:

1. Explain the structure of the governments of the United States of America and the State of California.
2. Recognize the major political philosophies regarding the role of government articulated in current political discourse.
3. Assess the meaning of representation in a democratic system of government and the pathways through which citizens may seek representation.

Social Science – (Area D3)

Upon completing a course in Area D3 (Social Science), a student will be able to:

1. Discuss issues in the social sciences in their contemporary as well as historical settings and in a variety of cultural contexts.
2. Explain the principles, methodologies, value systems, and ethics employed in social scientific inquiry.
3. Discuss the influence of major social, cultural, economic, and political forces on human behavior and institutions.

Lifelong Learning and Self-Development (Area E)

Upon completion of an Area E course (lifelong learning and self-development), a student will be able to:

1. Explain how, during the course of a lifetime, humans are physiologically, socially, and psychologically integrated.
2. Explain, model, or practice activities, skills, and behavior that promote lifelong learning and development.

Multicultural International (Area MI)

Upon completion of an Area MI course (Multicultural / International), a student will be able to:

1. Explain and interpret aspects of gender, culture, class, ethnicity or the relations among nations in a multicultural world.
2. Identify systems of oppression, inequality, or discrimination within and among groups, cultures, subcultures or nations.

Integration - Physical Universe and its Life Forms (Area IB)

Upon completing a course in Area IB (Integration - Physical Universe and its Life Forms), a student will be able to:

1. Describe the inextricable connections among the physical universe, the life forms which inhabit it, and the mathematical models used to describe it.
2. From the perspective of a particular scientific discipline, explain the ways in which science shapes our lives.
3. From the perspective of a particular scientific discipline, assess scientific issues including the value systems and ethics associated with them.

Integration – Arts and Humanities (Area IC)

Upon completing a course in Area IC (Integration - Arts and Humanities), a student will be able to:

1. Recognize and explain, subjectively or objectively, the content and interpretation of creative works of culture (artistic, literary, and intellectual).
2. Explain relationships among the humanities, arts, and the self.

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**Integration - Social, Political, and Economic Institutions and Behavior,
Historical Background (Area ID)**

Upon successfully completing a course in Area ID (Social, Political Economic, Historical), a student will be able to:

1. Describe the inextricable connections among human social, political, cultural and economic institutions and behavior and employ the diverse methodologies used to examine them.
2. Discuss social science issues, human institutions and their interconnections from both a contemporary and historical perspective.

The proposed outcomes fit within the Framework of the LEAP Essential Learning Outcomes as follows:

The Essential Learning Outcomes

Knowledge of Human Cultures and the Physical and Natural World

- Recognize and explain scientific theories, concepts, and data about non-living systems.(B1)
- Recognize and explain scientific theories, concepts, and data about living systems. (B2)
- Describe the historical role which the mathematical approach has played in development of human knowledge and of our understanding of the world. (B4)
- Respond orally and in writing to aesthetic experiences, both subjectively and objectively, validating the integrity of both emotional and intellectual responses. (C1)
- Recognize, describe, and interpret works of art and performance; students may engage in skill development and/or participate in artistic creation. (C1)
- Objectively review and explain important philosophical, historical or linguistic findings and developments. (C2) **or**
 - Recognize, describe, and interpret works of the human imagination or intellect in their cultural context, either subjectively or objectively. (C2) **or**
 - Demonstrate basic competence with a language (not English) and interpret texts or speech produced in that language from a relevant cultural perspective. (C2)
- Trace the historical development of American documents, institutions, and ideals, including the Constitution of the United States and the operation of representative democratic government. (D1)
- Describe the origins of American social, political, cultural, and economic institutions and how they have changed over time. (D1)
- Analyze and synthesize historical sources, including primary and secondary documents, and place them in their historical context. (D1)
- Explain the structure of the governments of the United States of America and the State of California. (D2)
- Recognize the major political philosophies regarding the role of government articulated in current political discourse. (D2)
- Discuss issues in the social sciences in their contemporary as well as historical settings and in a variety of cultural contexts. (D3)
- Explain the principles, methodologies, value systems, and ethics employed in social scientific inquiry. (D3)
- Discuss the influence of major social, cultural, economic, and political forces on human behavior and institutions. (D3)

Intellectual and Practical Skills

- Demonstrate effective communication by analyzing, creating, and presenting extemporaneous informative and persuasive messages with clear lines of reasoning, development of ideas and documentation of external sources. (A1)
- Create and criticize public arguments and reasoning, decision making processes and rhetorical messages through oral and written reports. (A1)
- Develop complete sentence outlines that exhibit clear lines of reasoning and sequencing of ideas. (A2)
- Demonstrate appropriate language use, clarity, proficiency in writing, and citation mechanics.(A2)
- Demonstrate effective academic reading strategies and processes, as well as critical evaluation of written work..(A2)
- Demonstrate effective academic summary, rhetorical awareness and perception, and analysis and synthesis of information.(A2)
- Recognize, analyze, evaluate and construct arguments in ordinary language (A3)
- Distinguish between inductive and deductive reasoning. (A3)
- Identify common fallacies of reasoning. (A3)
- Analyze and evaluate the various types of evidence for various types of claims. (A3)
- Use data and observations from a specific scientific field to elucidate scientific hypotheses and theories. (B1)
- Recognize scientific principles and apply the scientific method. (B2)
- Represent and explain mathematical information beyond the level of intermediate algebra symbolically, graphically, numerically and verbally. (B4)
- Use mathematical models to find optimal results, make predictions, draw conclusions, and check whether the results are reasonable. (B4)

Personal and Social Responsibility

- Analyze the impact of culture and situational contexts on the creation and management of the communication choices used to inform and persuade audiences. (A1)
- Discuss the tentative nature of scientific knowledge, and how scientific uncertainty is reflected in the value systems and ethics associated with human inquiry and public policy. (B1)
- Discuss the distinctive strengths and scope of scientific endeavors and the ethics associated with intellectual inquiry. (B2)
- Recognize and explain the relationship between the self and the arts in a given cultural context. (C1)

- Assess the meaning of representation in a democratic system of government and the pathways through which citizens may seek representation. (D2)
- Explain how, during the course of a lifetime, humans are physiologically, socially, and psychologically integrated. (E)
- Explain, model, or practice activities, skills, and behavior that promote lifelong learning and development. (E)
- Explain and interpret aspects of gender, culture, class, ethnicity or the relations among nations in a multicultural world. (MI)
- Identify systems of oppression, inequality, or discrimination within and among groups, cultures, subcultures or nations. (MI)

Integrative Learning

- Apply mathematical models of real-world situations and explain the assumptions and limitations of those models. (B4)
- Describe the inextricable connections among the physical universe, the life forms which inhabit it, and the mathematical models used to describe it. (IB)
- From the perspective of a particular scientific discipline, explain the ways in which science shapes our lives. (IB)
- From the perspective of a particular scientific discipline, assess scientific issues including the value systems and ethics associated with them. (IB)
- Recognize and explain, subjectively or objectively, the content and interpretation of creative works of culture (artistic, literary, and intellectual). (IC)
- Explain relationships among the humanities, arts, and the self. (IC)
- Describe the inextricable connections among human social, political, cultural and economic institutions and behavior and employ the diverse methodologies used to examine them. (ID)
- Discuss social science issues, human institutions and their interconnections from both a contemporary and historical perspective. (ID)